

SDBP 2025 Teaching DBP: An Interactive Workshop

Friday, September 19, 2025

Time: 12:30pm to 6:40pm Pacific



The focus of this workshop is the enhancement of faculty teaching and evaluation skills for those who participate in the developmental-behavioral training of learners from a variety of professional fields and educational levels (i.e., graduate-level, medical school, residency, fellowship). The workshop is designed to equip participants with the necessary knowledge and tools to implement similar teaching and evaluation methods in their local programs.

TIME -Pacific	Room: CORAL 1	
12:30-12:40pm	Welcome & Introduction	
12:40-2:00pm	General Session Learning With and From Each Other: Cultivating Interprofessional Collaboration for Trainees at Multiple Levels Elizabeth Barnhardt, DO, MA(Ed), Kruti Acharya, MD, Stephanie Weber, PsyD, Linda Solamen, MD, Dawn C. Allain, MS, LGC; Rylee Duncan, BS	
2:00-2:10pm	Break	
	Room: CORAL 1	Room: CORAL 2
Breakout Session 1 2:10-3:30pm	Educational Leadership Skills for Developmental-Behavioral Pediatricians: Knowing Yourself, Communicating Effectively, and Managing Conflict to Become an Effective Educator Angela Maxwell-Horn, MD, Emily Myers, MD, Marisa Toomey, MD, Angela Armen, MD, Charice Espiritu, BS, Kristin Bird, DO, Aubrey Graham, MD, Mackenzie Lowery, MD	Mentoring Community Pediatric Clinicians to Manage Developmental and Behavioral Conditions: A Multiformat Curriculum Utilizing Project ECHO® to Deliver Best Practices in the Primary Care Setting Christina Buysse, MD, Barbara L. Bentley, PsyD, MS Ed, Linda Baer, MSPH, CHCP, Nadine Ciara Tan Macaraeg, MPA, Devon Francis, MD, Ingrid Lin, MD, Veda Nair, MDPH
3:30-3:50pm	Break with light snack in CORAL 1	
	Room: CORAL 1	Room: CORAL 2
Breakout Session 2 3:50-5:10pm	From Diagnosis to Follow-Up: Designing and Implementing Asynchronous and Experiential Learning in DBP Education Tori Foster, PhD, BCBA; Laleh Bahrami, MD, Tara Minor, PhD, Ryan Coleman, PhD; Jeffrey Hine, PhD, BCBA; Cara Miller, MD; Holly Miller, MSN, APRN, CPNP-PC; Gabija Zilinskaite, BM; Anna Kathleen Spitler, BS	Teaching Neurodiversity Affirming Care to Trainees Kathleen Kastner, MD, Crystal Cederna, PsyD, Andrea Jones, MD
5:10-5:20pm	Break	
	Room: CORAL 1	Room: CORAL 2
Breakout Session 3 5:20-6:40pm	Beyond Bedtime Stories: Children's Books as a Tool for Teaching Developmental Pediatrics Across the Professional Continuum Nikki Gambhir, MBChB MSPH; Rosina Connelly, MD MPH; Jamar Borland, MD; Johanna Domer, MD; Caitlyn Gold, MD; Holly Harris, MD; Stacey Hudspeth, MSN, APRN, CPNP-AC; Jinsook Huh, MD; Rashida Jawadwala, MD, Erica Laber, MD, Steven Lazar, MD MEd; Noel Mensah-Bonsu, MD; Sonia Monteiro, MD; Elisa Moran, MD; Kathryn Ostermaier, MD;; Janki Patel, DO, Jennie-Beth Swanson-Zamora, MD; Jennifer Torres, LMSW; Erica Villalobos, MD	Unpacking the Mysteries of Reflective Practice: A toolkit for DBP curricula Robert Keder, MD, David O'Banion, MD, Elisa Muniz, MD, MS, Marie Clark, MD, MPH, ; Anson Koshy, MD, MBE, Jennifer Cervantes, MSW, LCSW-S, Dinah Godwin, MSW, LCSW-S, Linda Gilkerson, PhD, MEd, LSW

See Descriptions on the following pages...

General Session

Learning With and From Each Other: Cultivating Interprofessional Collaboration for Trainees at Multiple Levels

Elizabeth Barnhardt, DO, MA(Ed), Nationwide Children's Hospital; Kruti Acharya, MD, University of Chicago; Stephanie Weber, PsyD, Cincinnati Children's Hospital; Linda Solamen, MD, Nationwide Children's Hospital; Dawn C. Allain, MS, LGC; Rylee Duncan, BS, Ohio State University

Description

In this workshop presented by a group of interdisciplinary faculty and trainees, you will learn strategies for cultivating interprofessional collaboration in your DBP learners. We will specifically review a recent initiative to develop a virtual, case-based interprofessional simulation curriculum for trainees in the Leadership Education and Neurodevelopmental Disabilities (LEND) programs at the University of Illinois-Chicago, Cincinnati Children's Hospital Medical Center, and The Ohio State University and discuss how others might adapt this curriculum or integrate virtual simulation into their own teaching to meet the needs of a wide variety of learners.

Learning Objectives

1. Discuss simulation as an appropriate methodology for the instruction of interprofessional skills.
2. Describe best practices for the development of simulation activities such as standardized patient encounters, case-based discussions.
3. Construct outline of potential learning activity to foster skills in interprofessional collaboration at their own institution

Target learner group

The strategies discussed in this workshop will be applicable to trainees from multiple health science professions and varying trainee levels. We will specifically discuss how you might adapt simulation approaches to meet the needs of students versus residents versus fellows.

Breakout Session 1 – TWO options

Educational Leadership Skills for Developmental-Behavioral Pediatricians: Knowing Yourself, Communicating Effectively, and Managing Conflict to Become an Effective Educator

Angela Maxwell-Horn, MD, Vanderbilt University Medical Center; Emily Myers, MD, Seattle Children's Hospital/University of Washington; Marisa Toomey, MD, University of Kentucky (UK) HealthCare, Angela Armen, MD, University of Washington; Charice Espiritu, BS, University of Washington/Seattle Children's Hospital; Kristin Bird, DO; Aubrey Graham, MD; Mackenzie Lowery, MD, Vanderbilt University Medical Center

Description

Promoting a safe learning environment, focusing on both the needs of learners and educators, is often challenging in busy medical settings. Educators and learners must hone strong interpersonal relational techniques to engage in productive instructional interactions. Miscommunication, bias and stress in busy clinical setting results in many missed opportunities for improvement.

This workshop will teach participants three crucial skills in educational leadership: self-evaluation, communication and conflict resolution. Despite the fact that many Developmental-Behavioral Pediatricians become leaders in academic instruction at their institutions, there is often an absence of formal educational leadership skills training during medical school, residency and fellowship. Participants will leave this session with a better understanding of the role of self-reflection in educational leadership, the importance of understanding educators' and learners' different communication styles, and the way that differing conflict resolution styles impact the educational environment.

Learning Objectives

1. Understand the vital role of self-reflection in educational leadership
2. Identify effective communication styles for teaching a variety of learners
3. Utilize tools to engage in conflict in diverse and effective ways

Target learner group

Attending physicians, fellows, residents, medical students, nurse practitioners, physician assistants, psychologists, social workers, therapists, and/or any professional who works with learners.

Mentoring Community Pediatric Clinicians to Manage Developmental and Behavioral Conditions: A Multiformat Curriculum Utilizing Project ECHO® to Deliver Best Practices in the Primary Care Setting

Christina Buysse, MD, Stanford University; Barbara L. Bentley, PsyD, MS Ed, Stanford Children's Health; Linda Baer, MSPH, CHCP, ECHO Diabetes Action Network; Nadine Ciara Tan Macaraeg, MPA, Stanford University School of Medicine; Devon Francis, MD, Salud Para La Gente Clinic; Ingrid Lin, MD, Stanford University School Of Medicine; Veda Nair, MDPH D2B, Carondelet High School

Description

Join us for an interactive workshop designed for Developmental Behavioral Pediatrics specialists, where you will explore an innovative multiformat curriculum tailored specifically for primary care clinician learners. Participants will engage in a real-time Project ECHO® session to enhance collaborative learning and improve patient outcomes through shared expertise and active problem-solving.

Learning Objectives

1. Describe an innovative multiformat curriculum designed to prepare primary care pediatrics clinicians to manage developmental and behavioral conditions in the medical home.
2. Assemble a toolkit to create a Project ECHO® program and use an outcomes framework developed by Moore et al. to plan and assess the program.
3. Design a unique curriculum that incorporates Project ECHO® to mentor learners in your unique training topic of interest.

Target learner group

DBP physician and psychologist faculty, fellowship and resident training faculty, general pediatrics clinicians, and educational and clinical leaders of every level and interested in any educational topic or training curriculum.

Breakout Session 2 – TWO options

Teaching Neurodiversity Affirming Care to Trainees

Kathleen Kastner, MD, University of Wisconsin-Madison; Crystal Cederna, PsyD, Michigan State University / Hurley Medical Center; Andrea Jones, MD, University of Wisconsin-Madison

Description

This highly interactive workshop will provide participants with a toolkit of education methods and hands-on practice in teaching trainees to provide neurodiversity affirming care. This session will include opportunities to explore varied teaching strategies including mini lecture, incorporation of lived family experience, role play, direct observation with feedback, and large and small group discussion.

Learning Objectives

1. Explain to learners the components of neurodiversity affirming care.
2. Develop a training session to support pediatric learners in providing neurodiversity-affirming care.

Target learner group

Anyone responsible for teaching and supervising DBP learners across all related professions are encouraged to attend. Examples include DBP, general pediatrics, psychologists, and nurse practitioner faculty who provide training for pediatric medical students, residents, or nurse practitioner students in primary care.

From Diagnosis to Follow-Up: Designing and Implementing Asynchronous and Experiential Learning in DBP Education

Tori Foster, PhD, BCBA; Laleh Bahrami, MD, Vanderbilt University Medical Center; Tara Minor, PhD, MA, MAT, Vanderbilt University Medical Center/Vanderbilt Children's Hospital; Ryan Coleman, PhD; Jeffrey Hine, PhD, BCBA; Cara Miller, MD; Holly Miller, MSN, APRN, CPNP-PC; Gabija Zilinskaite, BM; Anna Kathleen Spittler, BS, Vanderbilt University Medical Center

Description

Participants will be provided with a practical toolkit—including models, free educational resources, curricular examples based on best practice guidelines, and examples of measured outcomes—for developing and implementing asynchronous and experiential DBP-focused learning experiences for medical learners and pediatric providers. Participants will be led through development and implementation using examples from autism-focused training with pediatric primary care providers, facilitated action planning, and group discussion/collaboration.

Learning Objectives

1. Modify example curricular components (e.g., interactive online modules, clinical care guidelines, simulated encounter) for tailored development and implementation at their home institutions.
2. Utilize a “toolkit” of free, open-access resources and adaptable examples to assist with implementing and evaluating their own curricula.
3. Engage in concrete action planning and collaborative problem-solving/feedback to help guide development and implementation of novel content and learning activities for their own trainees

Target learner group

This workshop will be relevant for anyone who develops DBP-related curricula/learning experiences for current and future pediatric providers across a range of professions (e.g., DBPs, general psychologists, general pediatricians, advanced practice nurses, social workers, therapy professionals, special educators, pediatric faculty and training/rotation directors, and anyone supporting trainees or community providers who are learning to care for children with disabilities). Although we will present examples from our own autism-focused training with pediatric residents and community primary care providers, processes and guidelines will be adaptable to participants’ own training contexts. This workshop will be designed to encourage broader educational innovation across different training levels, content areas, and specialties—with our work serving as just one example.

Breakout Session 3 – TWO options

Beyond Bedtime Stories: Children’s Books as a Tool for Teaching Developmental Pediatrics Across the Professional Continuum

Nikki Gambhir, MBChB MSPH; Rosina Connelly, MD MPH; Jamar Borland, MD; Johanna Domer, MD; Caitlyn Gold, MD; Holly Harris, MD; Stacey Hudspeth, MSN, APRN, CPNP-AC; Jinsook Huh, MD; Rashida Jawadwala, MD, Baylor College of Medicine/Texas Children's Hospital; Erica Laber, MD, Baylor College Of Medicine; Steven Lazar, MD MEd; Noel Mensah-Bonsu, MD; Sonia Monteiro, MD; Elisa Moran, MD; Kathryn Ostermaier, MD, Baylor College of Medicine/Texas Children's Hospital; Janki Patel, DO, BCM/Texas Children's Hospital; Jennie-Beth Swanson-Zamora, MD; Jennifer Torres, LMSW; Erica Villalobos, MD, Baylor College of Medicine/Texas Children's Hospital

Description

Children’s books are a well-recognized tool for fostering child development, but did you know that children’s books also hold an untapped potential for shaping how we teach developmental pediatrics across the interdisciplinary professional continuum? By attending this workshop, participants will learn to use children’s books as an effective tool for enhancing confidence and building trusting relationships, for teaching developmental assessment of children five years old and under, and for facilitating observation and timely and meaningful feedback of learners’ interactions with pediatric patients. Participants will receive a toolkit to take back to their institutions and incorporate into their child development education curricula.

Learning Objectives

1. Discover the benefits of utilizing children's books for advancing professional skills while also teaching child development both in general pediatrics and developmental and behavioral pediatrics education.
2. Utilize children's books and brief book-based interactions for teaching specific developmental concepts and clinical assessment of child development as well as explore the opportunities for structured observation of learners and provision of real-time, meaningful feedback through children's books and book-based interactions of learners with pediatric patients and families.
3. Take home a toolkit for incorporating children's books into a new or existing curriculum for teaching developmental pediatrics across different levels of medical and interdisciplinary training.

Target learner group

DBP Fellowship and Rotation/Clerkship Directors, DBP faculty, DBP fellows, pediatric and family medicine residents, and medical students interested in pediatrics and DBP, General Pediatric faculty, advanced practice providers, social workers, psychologists, or anyone who works with learners at any level of training.

Unpacking the Mysteries of Reflective Practice: A toolkit for DBP curricula

Robert Keder, MD, Connecticut Children's / University of Connecticut; David O'Banion, MD, Emory Pediatrics Institute; Elisa Muniz, MD, MS, Montefiore Medical Center; Marie Clark, MD, MPH, University Hospitals of Cleveland; Anson Koshy, MD, MBE, Baylor College of Medicine; Jennifer Cervantes, MSW, LCSW-S, Baylor College of Medicine at Texas Children's Hospital; Dinah Godwin, MSW, LCSW-S, Meyer Ctr for Developmental Pediatrics; Linda Gilkerson, PhD, MEd, LSW, Erikson Institute

Description

Attendees will be provided a toolkit for how to implement Reflective Practice (RP) teaching strategies Developmental-Behavioral Professional (DBP) training.

RP is a powerful tool for DBPs to foster continuous learning, develop self-awareness, and habits for personal growth. RP sharpens critical thinking and decision-making skills and improves patient-centered care by allowing trainees and supervisors to revisit interactions and outcomes to better understand their patients' needs, preferences, and concerns. It allows for consideration of ethical practice and health equity in health care decision making to adapt behavior for improved care outcomes. RP also provides a space for DBPs to process their experiences, manage stress, and maintain their well-being.

This workshop trains participants to unpack the mysteries of reflective practice for practical implementation in teaching Developmental-Behavioral Pediatrics. Basic framework of reflective pedagogy will be reviewed. A toolkit with a range of different modalities of RP will be provided allowing for integration into pre-existing curriculum, clinical supervision, teaching on the fly, and group-based learning. Participants will be guided in how to link RP tools to ACGME milestones and Entrustable Professional Activities (EPA) for assessment and evaluation.

Learning Objectives

1. Summarize core concepts of reflective pedagogy (Dewey, Mezirow, Kolb, Gibbs & Harrison) to use reflective practice in DBP teaching promoting reflection, growth, perspective-taking, and self-care in trainees.
2. Select and modify activities from a toolkit of reflective practice tools options for implementation with trainees.
3. Apply reflective practice tools for assessment and evaluation of trainees in DBP using the ACGME Pediatric Milestones, (PC4: Clinical Reasoning; PBLI-2 Reflective Practice and Commitment to Personal Growth; Prof-2 Ethical Principles; & Prof-4 Well-Being) and Entrustable Professional Activities (EPA 9: Assess and manage patients with common behavior/mental health problems & EPA 11: Manage information from a variety of sources for both learning and application to patient care).

Target learner group

DBP Rotation/Clerkship directors, Fellowship Faculty, General Pediatric Faculty, Psychology Faculty (and anyone seeking insight using reflective practice in teaching).